

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: __ Elementary __ Middle ☒ High __ K-12

Name of Principal Mrs. Cathy Broadway
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Pass Christian High School
(As it should appear in the official records)

School Mailing Address 720 West North Street
(If address is P.O. Box, also include street address)

<u>Pass Christian</u>	<u>MS</u>	<u>39571-3523</u>
City	State	Zip Code+4 (9 digits total)

County Harrison School Code Number* 2423-012

Telephone (228) 452-2008 Fax (228) 452-7340

Website/URL <http://www.passchristianschools.com/pchs> E-mail cbroadway@pc.k12.ms.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Sue Matheson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Pass Christian School District Tel. (228) 452-7271

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mrs. Rebecca Montgomery
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district:
- 2__ Elementary schools
 1__ Middle schools
 0__ Junior high schools
 1__ High schools
 ____ Other
- 4__ TOTAL

2. District Per Pupil Expenditure: \$7,762.00
- Average State Per Pupil Expenditure: \$6,794.00

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural
4. 6 Number of years the principal has been in her/his position at this school.
- If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K				8			
1				9	84	99	183
2				10	91	64	155
3				11	73	71	144
4				12	42	61	103
5				Other	4	6	10
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							595

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| 66 | % White |
| 30 | % Black or African American |
| 1 | % Hispanic or Latino |
| 3 | % Asian/Pacific Islander |
| 0 | % American Indian/Alaskan Native |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 21%

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	41
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	81
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	122
(4)	Total number of students in the school as of October 1	580
(5)	Subtotal in row (3) divided by total in row (4)	0.2
(6)	Amount in row (5) multiplied by 100	21

8. Limited English Proficient students in the school: 3%

17 Total Number Limited English Proficient

Number of languages represented: 2

Specify languages: Vietnamese, Spanish

9. Students eligible for free/reduced-priced meals: 53%

Total number students who qualify: 317

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{13\%}{77}$ Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>58</u> Specific Learning Disability
<u>4</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>6</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>35</u>	<u>0</u>
Special resource teachers/specialists	<u>8</u>	<u>0</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support staff	<u>11</u>	<u>0</u>
Total number	<u>61</u>	<u>0</u>

12. Average school student-“classroom teacher” ratio: 19:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate*. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	95%	94%	95%	95%	95%
Daily teacher attendance	95%	97%	98%	97%	98%
Teacher turnover rate	19%	25%	4%	20%	18%
Student dropout rate (middle/high)	0%	2%	2%	0%	1%
Student drop-off rate (high school)	28%	20%	14%	26%	38%

* Our school is located in a coastal area of southern Mississippi. We live in a transient community because of the seasonal fishing industry, military bases, and a casino industry that is a major component of the local economy.

14. **(High Schools Only) Show** what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	<u>104</u>
Enrolled in a 4-year college or university	<u>38 %</u>
Enrolled in a community college	<u>44 %</u>
Enrolled in vocational training	<u>1 %</u>
Found employment	<u>3 %</u>
Military service	<u>13 %</u>
Other (travel, staying home, etc.)	<u>1 %</u>
Unknown	<u>0 %</u>
Total	<u>100 %</u>

PART III - SUMMARY

Pass Christian High School is a public high school serving grades 9-12. It is located in Pass Christian, Mississippi, on the Mississippi Gulf Coast. The mission of Pass Christian High School, in partnership with the community, is to provide challenging learning opportunities for all students in a safe, positive environment. Our commitment is to develop, in a culturally diverse setting, confident, self-directed students who aspire to be life-long learners.

The students of Pass Christian High School are residents of a suburban/rural community with a population of 6,579. The average income is \$40,750 with 31.6% of residents making less than \$25,000 per year. The present school was built in 1999 to replace a 1930's vintage school which was renovated to house the middle school. A new addition was opened in the fall of 2002 providing sixteen additional classrooms. The Philip Terrell Sports Complex was also dedicated at that time. This complex, adjoining the high school campus, includes both a softball and baseball field. Pass Christian High School is a source of pride for the district and the community and is equipped with state-of-the-art technology, chemistry and biology labs, a distance learning lab, a media center with conference rooms, a career center, a health clinic, a "commons" area, and our own Pass Christian High Coliseum (gymnasium). In addition, our campus encompasses a 30,000 square foot wetlands area that is monitored by the U.S. Army Corps of Engineers.

Sixty-seven percent of our faculty members hold advanced degrees and 22% are National Board Certified teachers.

Pass Christian High School utilizes a block schedule which allows students the opportunity to earn eight (8) credits per year. Our district requires twenty-eight (28) Carnegie units for graduation while the state only requires 21. We frequently evaluate and update course offerings to benefit students. Courses added in recent years include: American Sign Language, Russian (via the Distance Learning network), Personal Finance, Psychology/Sociology, Astronomy, Compensatory Reading/Writing, Chemistry II (Honors), Physics (Honors), and Science Skills and Reasoning.

The Pass Christian School District, Long Beach School District, and Gulf Coast Community College formed a consortium to provide vocational education for students. Aquaculture, Health Occupations, Food Services, Auto Mechanics, Auto Body Repair, Metal Trades, Electricity, Drafting, and Technical Applications are among the courses available at the Vocational Center. Upon successful completion of the two-year program, students may be eligible for a full scholarship to the community college.

Qualified seniors are given the opportunity to “dual enroll” at Mississippi Gulf Coast Community College or the University of Southern Mississippi. Through dual enrollment, students may take post-secondary classes during their senior year and earn college credit while still enrolled in high school.

Pass Christian High School offers a wide variety of extra-curricular activities that include many clubs and service organizations. French and Spanish Clubs, BETA Club, National Honor Society, Mu Alpha Theta, Interact, Christian Fellowship, Future Educators of America, Students Against Destructive Decisions, and Student Council are currently available for students who are interested and meet the criteria.

The students, faculty, and administration of Pass Christian High School are dedicated to the mission of the school. Through collaboration and involvement of all stakeholders, we will continue to strive for excellence.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment results in reading (English) and mathematics

The Mississippi Department of Education (MDE) ranks school districts and individual schools using an accreditation rating from Level 1 (Low Performing School) to Level 5 (Superior Performing School). Pass Christian High School has earned a Level 5 rating since the inception of this model in 2001. The federal law, “No Child Left Behind”, passed in January 2001, measures academic achievement by determining whether a school had made “Adequate Yearly Progress” (AYP). Pass Christian High School has met or exceeded AYP every year.

Many factors are considered in the determination of the accreditation rating including student attendance rate (ADA), graduation rate, and State mandated Subject Area Test scores. The criterion-referenced tests that the Mississippi State Department of Education requires at the high school level are end-of-the-course Subject Area Tests in Algebra I, English II, Biology I, and U.S. History. Students must pass each of these tests in order to graduate. In order to pass, a student must earn a scaled score of 300 out of a possible score of 500. The website with information on the state assessment system is www.mde.k12.ms.us.

The Algebra I test consists of sixty-three (63) multiple-choice and two open-ended items. Assessment strands include patterns, relations, functions, equations, inequalities, polynomials and formulas in problem-solving, slope and probability. The open-ended items require students to analyze a question and respond in writing. The English II test has two parts, writing and multiple choice. The writing test uses a rubric to score the student’s ability to write effectively. The multiple choice component has eighty-five (85) passage-based items that measure performance in reading comprehension and knowledge of language conventions.

Our data reflects three years of state testing in Algebra I and English II Multiple Choice. In addition to the total score for the school, the data is disaggregated to reflect the progress of economically disadvantaged and ethnic subgroups.

Our subject area test scores are among the highest in Mississippi. In 2001, our students scored in the top 25% of schools in the state. By 2003, the overall performance ranked in the top 8% of all Mississippi high schools. The school-wide mean score (average) for Algebra I has increased from **351.1** to **374.2** in two years. The English II scores have increased from **334.6** to **352.3** in the same period. The performance of students in the subgroups is summarized in Appendices A and B.

In English II, students in all subgroups made significant gains. More than 69% of our students are now scoring at or above proficient. The performance of the subgroups mirrors the overall improvement in reading and writing skills.

Students taking the Algebra I test did not make similar gains. Scores in the math area are the lowest scores in the four subject areas tested. In one subgroup, only 29% of students scored at or above proficient. We are addressing the weakness in math by implementing several new strategies. In addition to expanding the scope and sequence of curriculum offerings in math and identifying students who need developmental and/or year-long courses, teachers are utilizing “best practices” in teaching. Also, we have used outside consultants to help develop a rubric to evaluate the rigor and alignment of our classroom assessments, as well as our instructional pacing guides. The administration uses the rubric to evaluate nine weeks test.

2. Using assessment data

Assessment data is continually reviewed to help improve student achievement and for student placement. The data is used to identify student needs and to plan intervention strategies for all students who perform below the state standards. We look at assessment data to determine the effectiveness of instruction and the specific areas that may need modification or improvement. Each year our data is compared with results from previous years to determine whether curriculum adjustments need to be made. For example, we have implemented a developmental math program for incoming ninth graders who scored in “minimal” or “basic” range on middle school criterion referenced testing. We also use this data to plan professional development activities that address identified needs.

3. How the school communicated performance

Pass Christian High School communicates student academic performance in many ways. The school district publishes a newsletter, *The Educator*, which is mailed home to parents, community members, and other interested individuals three times per year. The district website also contains information about student performance. At the request of the Pass Christian Chamber of Commerce, the high school developed an informational brochure that outlines the Level 5 (Superior Performing School) accreditation level and provides information about the scholarships awarded to the graduating class. The Chamber provides this information to individuals and businesses considering relocation to the Mississippi Gulf Coast.

At the bi-annual Open House, parents are given the Mississippi Department of Education guide, Helping Your Child Succeed in School, which outlines the high-stakes testing requirements for graduation. A course syllabus is given to parents which includes teacher e-mail addresses to facilitate better parent-teacher communication.

The results of subject area tests are given to students. Students who score above the state average receive a congratulatory note. Students who make a perfect score have their names announced on the school intercom and are featured in a press release. Student achievement on standardized tests is reported to parents in the annual District No Child Left Behind Report Card.

Additionally, parents are advised of student performance by progress reports issued every four and one-half weeks and report cards issued every nine weeks. In the spring, parents are encouraged to pick up report cards and are required to sign the student's career interest portfolio in the career center.

The honor roll is published each nine weeks in *The Educator* and in the two local newspapers which serve our community.

4. Sharing success with other schools

One of the ways Pass Christian High School shares its success with other school districts is through the Gulf Coast Education Initiative Consortium. This group brings educators and administrators together in a partnership to promote and support regional education improvement. The consortium includes sixteen school districts from Mississippi and Louisiana. Member districts are given an opportunity to share innovative teaching and learning strategies and techniques.

Additionally, our teachers are frequently invited to make presentations at various workshops and conventions. We encourage other school districts to visit our classrooms, to speak with our counselor about curriculum offerings, and to meet with members of our administrative team. In addition, we welcome and accept student teachers from the University of Southern Mississippi and other colleges and universities.

PART V – CURRICULUM AND INSTRUCTION

1. School's curriculum

Pass Christian High School utilizes the four by four block schedule which allows students to earn as many as eight credits per year. The curriculum offers a full range of courses from compensatory and developmental to Advanced Placement based on State and National Standards.

Our mathematics curriculum meets the National Council of Mathematics Standards in addition to State and National Standards. The main focus of each course is analysis, problem-solving, and application of mathematical principles. An emphasis is placed on concepts and processes upon which technical and scientific progress depends. All students are required to earn three (3) Carnegie units in mathematics, two of which must be Algebra I and Geometry. Twelve (12) math courses including both accelerated and Advanced Placement classes are offered to students. In the 2005-2006 school year, the required math units will increase to four.

Students are required to complete three (3) Carnegie units in science, one of which must be Biology I. In addition to our ten (10) on-campus course offerings, students may also earn science credits in Aquaculture and Health Occupations at our Vocational Center.

Students must successfully complete English I, II, III, and IV which are offered in regular and accelerated formats. In addition, English III and IV are also offered as Advanced Placement courses. Public Speaking, Mythology, American Sign Language and 20th Century Literature are included in the seventeen course offerings in language arts.

Our social studies curriculum is designed to foster an understanding of cultural heritage, and the geographic, economic and political forces that shape each culture. Another goal is to help students become knowledgeable, civically-responsible adults. Our district's requirement of four (4) Carnegie units in social studies exceeds the state requirement of three and one-half (3 ½). Eleven courses are offered,

including both accelerated and Advanced Placement classes in the tenth, eleventh and twelfth grades.

Our fine arts curriculum provides an opportunity for students to express themselves creatively by participating in the visual and performing arts as well as choral and instrumental music. Students must earn a credit in one of the fine arts in order to graduate. Levels I - IV are offered in the visual arts and Band as well as seven classes in drama and three in music.

The foreign language curriculum promotes the progressive acquisition of linguistic skills and also includes the study of the geography, history and sociology in the areas in which the languages are spoken. Levels I - IV are offered in both French and Spanish. Recently we added Russian via the district's Distance Learning network.

In addition to these basic areas, Pass Christian High School offers Business and Technology, Family and Consumer Science, and Physical Education and Health. Through our partnership with the Mississippi Gulf Coast Community College, our students may also take vocational courses.

Students in special education who receive a regular diploma must earn the required twenty-eight Carnegie units. Students earning an occupational diploma complete a prescribed course of study which includes work experience. Special education students graduating with a certificate of completion follow the program outlined in the Individual Education Plan (IEP).

2. English language curriculum

The *Program of Studies* for Pass Christian High School states: "The English curriculum is designed to help students master both verbal and written forms of Standard English. Critical thinking and writing strategies are taught in conjunction with literature. A variety of evaluation methods are used including performance-based assessment. The goal of the English Department is to develop critical readers, writers, thinkers, and speakers who will become life-long learners. Pass Christian High School offers regular, compensatory, accelerated, and Advanced Placement courses. Recently, a reading initiative was implemented across the curriculum to better prepare students for college entrance exams as well as high school exit exams.

Students who are reading below grade level are given opportunities to participate in

- after school tutoring to individualize instruction,
- pair/share to discuss literary selections,
- small groups for analysis of literature,
- guided reading to enhance comprehension,
- *Thinking Maps* instruction to process information in meaningful ways,
- cold passages to prepare for subject area tests and college entrance exams, and
- vocabulary development in all classes to improve reading comprehension.

3. Science curriculum

Our science curriculum is laboratory-based and comprehensive, focusing upon those scientific skills and principles necessary to both everyday living and academic excellence. The instructional program is designed to involve and challenge the students of all abilities, using a wide range of teaching techniques including audio-visual materials, problem-solving, research, and investigation.

Students are offered many challenging learning opportunities. For example, physics students compete with students in other schools in engineering competitions such as TEAMS (Test of Engineering Aptitude, Mathematics, and Science) and TARC (Team America Rocketry Competition). In Chemistry II

class, students have access to an Advanced Placement lab for all lab experiments. Physical science courses focus on mathematical problem-solving rather than mastery of facts. In addition, Biology and Science Skills courses teach thinking skills and problem solving techniques.

The science department provides a safe, positive environment that is conducive to learning with a special emphasis on safe laboratory practices. Students participate in lab experiences which help them become confident, self-directed learners while acquiring an understanding of the scientific process.

4. Instructional methods

Teachers at Pass Christian High School utilize a variety of instructional strategies in order to meet the needs of diverse learners. Teachers use individualized assignments, cooperative learning activities, demonstrations and activities which include hands-on and real-life applications. In addition, many teachers use technology to enhance the traditional lecture approach. Most teachers have embraced *Thinking Maps* to promote higher levels of thinking as a way to help students organize their thoughts. Teachers use research based strategies to help students become strategic readers. In addition, teachers willingly participate in professional development and frequently observe each other in search of effective instructional strategies.

Students who require more time to master important skills may be enrolled in year-long transition classes. Students also may be assigned mentors or peer tutors before, during, and after school. Students who need a challenge have the opportunity to take Advanced Placement courses and to participate in dual enrollment opportunities with Mississippi Gulf Coast Community College and the University of Southern Mississippi.

Students are evaluated frequently with performance-based assessments as well as open-ended discussion questions and the traditional multiple choice test. Every effort is made to adjust both teaching techniques and assessments to meet the needs of students.

5. Professional development program

The district dedicates five (5) days during the school year to staff development. Several on-going initiatives such as *Thinking Maps* have focused on improving student achievement. All high school teachers have participated in these initiatives. Several high school teachers have become trainers and presenters at the state Thinking Maps Conference. The areas addressed in recent district-wide training are:

- *Thinking Maps* - a visual tool to help students process and organize information in meaningful ways,
- Reading in the Content Areas - the use of reading across the curriculum to develop strategic readers,
- Using Data to Improve Instruction - analyzing test scores to support changes in curriculum and instruction, and
- PREPS (Program of Research and Evaluation for Public Schools) - training in math and language arts best practices.

At Pass Christian High School, we conduct monthly “Focus Faculty” meetings for teachers to share knowledge and effective teaching practices with peers. Recent topics include:

- using a multimedia approach in the classroom to enhance student learning,
- writing test items to match the format and level of difficulty of the questions on the Subject Area Tests, and

- using “guided notes” in the classroom as a tool for students to gather pertinent information while listening to lecture and discussion.

Teachers from Pass Christian also participate in professional development workshops offered by the Gulf Coast Education Initiative Consortium. By participating in these training opportunities, teachers may earn Continuing Education Units which can be used for recertification.

CRITERION REFERENCED TEST RESULTS

Appendix A

Test: Subject Area Testing Program
Algebra I

Publisher: Harcourt

All students who were enrolled in English II and were required to pass the Algebra I SATP in order to graduate were tested.

PASS CHRISTIAN HIGH SCHOOL

Month Tested: August, December, April	2003-2004	2002-2003	2001-2002
SCHOOL SCORES			
Mean Score	374	354	351
% At or Above Basic	96	93	90
% At or Above Proficient	79	60	51
% At Advanced	32	20	5
Number of students tested	96	80	102
Percent of total students tested	100	100	100
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Economically Disadvantaged			
Mean Score	362	347	324
% At or Above Basic	93	87	90
% At or Above Proficient	69	52	41
% At Advanced	24	23	7
Number of Students Tested	42	31	41
2. Black			
Mean Score	359	331	318
% At or Above Basic	90	82	89
% At or Above Proficient	70	32	41
% At Advanced	30	11	9
Number of Students Tested	20	28	31
3. White			
Mean Score	379	366	347
% At or Above Basic	97	98	91
% At or Above Proficient	82	73	57
% At Advanced	35	27	4
Number of Students Tested	71	49	69
STATE SCORES			
Mean Score	351	340	336
% At or Above Basic	91	82	79
% At or Above Proficient	55	45	42
% At Advanced	18	14	11

CRITERION REFERENCED TEST RESULTS

Appendix B

Test: Subject Area Testing Program
English II

Publisher: Harcourt

All students who were enrolled in Algebra I and were required to pass the English II SATP in order to graduate were tested.

PASS CHRISTIAN HIGH SCHOOL

Month Tested: August, December, April	2003-2004	2002-2003	2001-2002
SCHOOL SCORES			
Mean Score	352	339	335
% At or Above Basic	84	78	70
% At or Above Proficient	56	42	39
% At Advanced	13	11	7
Number of students tested	145	124	139
Percent of total students tested	100	100	100
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Economically Disadvantaged			
Mean Score	332	325	338
% At or Above Basic	69	65	63
% At or Above Proficient	36	26	30
% At Advanced	4	2	2
Number of Students Tested	55	46	64
2. Black			
Mean Score	323	327	338
% At or Above Basic	59	67	61
% At or Above Proficient	29	33	27
% At Advanced	6	0	4
Number of Students Tested	20	28	31
3. White			
Mean Score	363	347	355
% At or Above Basic	93	86	78
% At or Above Proficient	66	47	47
% At Advanced	16	17	9
Number of Students Tested	102	76	77
STATE SCORES			
Mean Score	332	329	322
% At or Above Basic	75	67	58
% At or Above Proficient	39	35	28
% At Advanced	5	6	4